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ABSTRACT

A three-phase project, funded under the Higher Education Act Title II-B, was initiated in 1971 to investigate and improve public library services to preschool children in North Carolina. The first goal of the project was to locate and describe existing services with a field survey covering 36 counties. Although the survey technique and questionnaire used were not completely satisfactory, the results did indicate a need for improved services to children and for the recruitment of more qualified librarians. Information gathered in the field survey was then used in phase II of the project: the formulation of curriculum for the Early Childhood Library Specialist Program at the Library School of North Carolina Central University. Fifteen students participated in this program, which included practicum experience in a model "Early Learning Center and Toybrary" and work in a Parent/Child Project. Informal interviews with the students indicated favorable attitudes at the completion of the training. An evaluation of the third phase of the project--utilization of the information gathered in the first two phases to expand the library school's curriculum--could not yet be made. (SL)

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North Carolina Central University
Institute for Public Libraries in Service to Young Children
Durham, North Carolina

EVALUATION REPORT
FOR
INSTITUTE FOR PUBLIC LIBRARIES IN SERVICE TO YOUNG CHILDREN
HIGHER EDUCATION TITLE II-B PROJECT
1971 - 1972

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Under the direction of Drs. Hugh I. Peck and Arthur J. Robarge, this report was prepared by Jeannie Price and Bernice Willis.

INTRODUCTION

North Carolina Central University's Title II-B Higher Education Act project, "Institute for Public Libraries in Service to Young Children," is designed to help meet the manpower needs of the public librarianship profession as well as to recruit and train librarians to use more effectively the diverse learning media and resources appropriate for young children within the library system. The goals of this project are:

- a. To locate and describe public library services for young children in North Carolina.
- b. To recruit public librarians in service who will benefit from the Early Childhood Specialist Library Program.
- c. To utilize the information and ideas gathered from the field and the students to expand the School's [NCCU School of Library Science] curriculum.

Initiation of this project was fostered by various factors. Children of all races in North Carolina may be classified as "disadvantaged" when their opportunities for early childhood education are evaluated; public librarians in North Carolina may also be considered "disadvantaged" because of the low level of support given for their services. State officials have publicly

indicated the need for better provisions and services for early childhood education, and the need to train librarians to serve this segment of the population, that heretofore has not been sufficiently considered as "serious" library clientele because of its "non-reading" ability, has been recognized. Thus, (1) the need to reach disadvantaged children with library service before they go to school, (2) the lack of adequate educational opportunities for public librarians in North Carolina, and (3) the evidence that special efforts to recruit people into the public librarianship profession were called for, were the primary reasons for the development of this project.

NCCU's School of Library Science was established in 1941. Since its inception, most of the student population found employment in school libraries; however, some of the graduates have become public librarians. In September 1970 a training program for Early Childhood Library Specialists was established with a grant of \$20,000 received from the Z. Smith Reynolds Foundation for materials and equipment. Through a Carnegie Corporation grant of \$120,000, 1971-74, other aspects of the program will be developed. This project will further expand NCCU's curriculum offerings as well as add significantly to the state's educational and manpower need for early childhood education programs.

The project proposed that three components would be undertaken during 1971-72:

- 1) a descriptive survey of public library service to young children in North Carolina;
- 2) recruitment and training of interested persons

in the Early Childhood Library Specialists
Program; and

- 3) collection and synthesis of information and
ideas to expand the Library School's curriculum.

This report will state the findings for the 1971-72 year of the
data gathered pertaining to the above-stated components. Each
area will be discussed separately.

THE EVALUATION

North Carolina Central University's Institute for Public Libraries in Service to Young Children contracted with the Learning Institute of North Carolina (LINC) to act as an evaluation agency for their Higher Education II-B project entitled "Institute for Public Libraries in Service to Young Children." This final evaluation report, which is a summation of the 1971-72 year, was prepared by LINC.

OBJECTIVE 1

The first goal, to locate and describe public library services to young children in North Carolina, was fulfilled. A field survey was conducted during the months of July and August 1971 by Miss Nancy J. O'Neal, a Field Librarian at the North Carolina State Library, for NCCU's School of Library Science. (See Appendix A for complete report.) The total population sampled included thirty-six counties. The grant proposal stated that the needs of the patrons and of the Library School students would be the focal points. Included in the survey questionnaire were items designed to explore such areas as: who is served, effectiveness of service, personnel, competencies of workers and how acquired.

The original estimate of 2000 miles of travel was exceeded significantly. Approximately 4000 miles were covered.

The number of counties involved (36) was less than the 50 initially proposed. However, the intent of the survey, to describe library services for young children, was carried out. The three distinctive areas of North Carolina -- the eastern coastal plains, the western mountains, and the central piedmont -- were explored. It should be noted that the field survey conducted during July and August 1971 was noticeably lacking in data concerning the eastern region, and the project surveyed four additional eastern counties later in the year to expand their findings for this area. (See Addendum, Appendix B for reports.)

The evaluation of the field survey was prepared by LINC and presented to NCCU School of Library Science in January 1972. The evaluation report follows in its entirety.

REVIEW AND CRITIQUE OF A FIELD SURVEY

OF

NORTH CAROLINA PUBLIC LIBRARIES

WITH REGARD TO

THEIR SERVICES TO PRESCHOOL CHILDREN

This report was prepared by the Learning Institute of North Carolina, Research and Evaluation Team, pursuant to a contract between LINC and the North Carolina Central University by Betty Jean Katzenmeyer in cooperation with Jeannie Price and Hugh I. Peck.

January 19, 1972

REVIEW AND CRITIQUE OF A FIELD SURVEY
OF
NORTH CAROLINA PUBLIC LIBRARIES
WITH REGARD TO
THEIR SERVICES TO PRESCHOOL CHILDREN

I. INTRODUCTION

The survey to be evaluated was conducted, as scheduled in the original proposal, during the months of July and August, 1971. It may be defined as a field survey of North Carolina public libraries, designed to attempt to locate and describe public library service to young children in the state. The study was directed by the School of Library Science of North Carolina Central University as a phase of its federally funded Institute for Public Librarians. Findings of the study were to be used to shape the curriculum of the Early Childhood Specialist Program, for which courses were initiated at North Carolina Central University in September, 1970.

Miss Nancy O'Neal, a Field Librarian at the North Carolina State Library, was selected to carry out the field work involved in the project on a two-month, full-time basis. Approximately thirty days were spent in making visits in the field after time was allotted for research, formulation of a questionnaire to be used in the survey, and tabulation and evaluation of findings.

The instrument used in the survey was a questionnaire formulated for this purpose and utilized by the researcher as a guideline during personal interviews with public library personnel directly involved in children's services.

The original proposal called for a stratified sampling of library systems to be effected by visits to at least fifty of the state's one hundred counties, including at least half of the regional library systems and the large cities. Rural and urban libraries were to be surveyed, as well as the distinctive eastern coastal, western mountain, and central piedmont areas. Actual field conditions necessitated modification of the itinerary, so that the percentage of counties and regional systems visited was reduced to one third, and the distinctive geographical area comprising the eastern coastal counties was not covered in the desired depth.

The surveyor covered approximately 4000 miles by car during the course of the field survey.

II. BRIEF SUMMARY OF RESULTS OF SURVEY

The findings of the survey may be summarized by analyzing data revealed by use of the questionnaire, and by examining the conclusions drawn by the surveyor.

A. Summary of statistical breakdown of results of questionnaire

1. Libraries surveyed provide by policy for services to preschool children, with 100% of librarians interviewed agreeing with the appropriateness of this service.
2. All libraries surveyed had some type of special program for preschool children, either year round (53%),

seasonal (38%), or by appointment (9%).

3. The most common type of program for children is some form of the traditional storyhour, varied by the use of films in roughly one third of the libraries, with half using music and recordings, and fingerplays. About one half serve food occasionally.
4. Libraries which utilize radio and TV for children's programs are few but do exist in North Carolina.
5. Most libraries use either staff or a combination of staff and volunteers for the programs, with only nine percent relying on volunteers only. There is generally (75%) continuity of personnel.
6. Work with parents of preschoolers is a nearly totally neglected area in libraries surveyed.
7. Approximately half the libraries surveyed tended to cooperate with some other agencies serving children, though not in any surprisingly new or innovative ways. Sixty-six percent worked with kindergartens.
8. Bookmobile service is nearly universal. (Charlotte is considered sufficiently blanketed with branches so as to render bookmobile service unnecessary.) However, bookmobile functions remain largely traditional.
9. Libraries continue to be plagued by the ills of most public educational agencies: lack of funds (100%); lack of competent personnel (72%); and limited physical facilities (50%).

B. Summary of researcher's conclusions drawn from survey

1. Public library service to young children in North Carolina lags behind both historically and currently, as evidenced by national and state standards and by recent first hand observation during the survey. Libraries form only a part of this dismal educational picture, as stated in the original project proposal: "Children of all races in North Carolina (White, Black, and Indian) may be classified as 'disadvantaged' when their opportunities for early childhood education are evaluated."
(p.5)
2. While the number of professional librarians who work with children has increased in recent years, there remains a critical shortage in North Carolina.
3. Progress and concern is evidenced at the state level and more help is needed.
4. Programs now available with a few exceptions evidence nothing new, while innovation and creativity is needed to attract children to whom the library is now an alien institution. Some pockets of creativity and competence exist, can be identified and utilized; however, no model program was discovered.
5. The survey underlines the need for more adequately trained or qualified personnel, which is seen to be the primary obstacle to giving service to preschoolers.

III. IMPLICATIONS OF SURVEY RESULTS FOR NORTH CAROLINA CENTRAL UNIVERSITY PROGRAM IN CHILDREN'S LIBRARIES

It should be noted that the below are properly termed "implications". If it was expected that results of the field survey would yield concrete data immediately useful for instructional purposes, these data largely remain to be sorted out. The following deductions appear to have bearing upon the direction of developments in the North Carolina Central University School of Library Science, particularly with regard to the Early Childhood Specialist Program.

- A. There is a clearly demonstrated need for library specialists in the area of early childhood education. The need is to increase both their number and their competencies. While this is not mentioned in the survey report, it appears appropriate that a predominately Black library school should train students to work with disadvantaged minority group children.
- B. There is a clearly demonstrated need to develop creative and innovative means to reach children of preschool age, many of whom are handicapped by lack of cultural advantages in the home. Since service in the field continues mainly in traditional patterns, the responsibility for developing these means may be said to fall to library education.
- C. Competent programs and workers in the state have begun to be identified. This will aid in planning internships for prospective librarians, which is being considered as part of the planned curriculum. Innovators might be used as

resource personnel, visiting classes, etc. Field trips to appropriate settings can be arranged to observe programs, observe advantageous physical arrangements, etc.

- D. Aiding students in learning to work with parents is indicated as a fertile field for curriculum exploration.
- E. Contacts resulting from the field survey should begin to aid in recruiting, as workers with desired potential, enthusiasm and interest are identified.
- F. Contacts with State Library personnel who will aid in guiding the program have undoubtedly been strengthened, while useful information has been shared with the State Library. (An example of the type of chain reaction which might occur here would be the following: It is possible that the recent funding by the State Library of Forsyth County's Public Library Action for Children's Education was influenced by the revelation of the need for a model demonstration project; this, if successful, could serve to help train North Carolina Central University students; they could, in turn, upgrade services in the state to children.)

IV. EVALUATION OF INSTRUMENT USED IN SURVEY

The research tool used in the survey was a two-page, twelve-division questionnaire, formulated to be used as a guide sheet for the researcher while conducting face-to-face interviews with library workers with children.

A. Strengths of questionnaire

1. Appropriate planning and research was undertaken in formulating the questionnaire to be used in the survey before field work was begun. The researcher surveyed the current library literature for relevant suggestions and also consulted competent professionals involved both in library education and in state library consulting work. Thus, elements considered in its construction should reflect to some extent concerns of the researcher, the academician, and the practitioner.
2. The utilization of the questionnaire as an interview guideline avoided the stereotyped response often elicited by the questionnaire method. The fact that no questionnaires were filled out by the librarians being interviewed added significantly to the strength of the tool. Thus, while some questions were designed to be answered "yes" or "no", it was possible to qualify and clarify answers. Then questions were open-ended and comments and suggestions were welcomed, these were apparently freely elicited and recorded. When problems of definition arose (e.g., What are story hours? What are seasonal programs? What are special programs? Suppose combinations of formats are used?), these complexities could be described, and explanations offered in the report in narrative form.

3. The questionnaire demonstrated the potential for revealing areas both of innovation and of weakness in certain aspects of children's services. Thus, while radio and TV programs are being used sparsely, a few efforts which might be observed and emulated were pinpointed. One librarian was found to be pioneering in work with parents. Many examples of deficiencies were revealed, among which were: lack of innovation in the use of presently owned bookmobiles; lack of new methods of cooperating with community agencies; and a rather limited use of film programs for preschoolers, despite the excellent State Library films freely available to all public libraries in the state (including the new learn-to-read films).
4. The questionnaire touches upon several areas of current concern in the library field. The most significant of these are:
 - a. Library cooperation with other agencies, reflecting community involvement.
 - b. Library outreach through mobile units, out-of-library collections, etc.
 - c. Personnel use and competencies, and implications for library education.
 - d. Work with parents as a means of reaching the preschool children. The nearly total lack of this approach, considering its potential, appears to be one of the most significant findings of this survey. Since the preschool child neither brings himself to the

library nor is the sole selector of his own materials, and since the best of children's librarians is a temporary parent surrogate in only occasional contact with the child, guidance to parents seems to paramount concern.

B. Weaknesses of questionnaire

1. It does not reveal, beyond some elements of cooperation and bookmobile outreach which are considered, to what extent the library is covering the total community. Thus the question "Who is being served, and who else needs to be served?" (p.4, Field Study) remains largely unexplored. It would be useful to know whether the special programs described are in main libraries only, or reach into branches, housing projects, boy's clubs, etc. Are the children who attend primarily those of the educated white middle class families, or are minority and disadvantaged children being reached?
2. No quantitative data as to the number of children attending programs is revealed by the questionnaire. It would be significant to know whether or not programs are well attended, as well as how often they are held. Is it perhaps necessary to reach children where they are a "captive" audience (in centers for day care, in summer day camps, etc.)?
3. The questionnaire reveals nothing about subject content of programs for children, and therefore, beyond an examination of mechanics and media, tells us little

in depth about the quality of this type of service. Are programs made relevant, for instance, to the background of the minority child? Are films and stories selected with which the Black child can identify? Is the so-called "advantaged" child exposed to the enrichment of cultural diversities in his community (African as well as Anglo-Saxon folk tales, etc)?

4. While the importance of recruiting an audience through effective publicity is emphasized in discussion of curriculum goals (p.25), no question was devised to learn the type of publicity methods now being used, and their effectiveness in the field. Are invitations to programs mailed, or parents and preschool teachers contacted by telephone or house canvass? Are newspaper articles and radio spot announcements effective? How are incentives regarded (certificates, prizes, etc.)?
5. Question 4a, concerning personnel, when tabulated did not reveal what percent of the staff is professional, since the results are not correlated in the same manner in which the question was devised. The complexities of definition of "professional" and "paraprofessional" are acknowledged. (What about a Masters in a field other than Library Science? What about years of experience without a degree? What about extensive course work where no degree was obtained?) Also, this is a sensitive area among

librarians, and one where the wise researcher proceeds with caution. Nevertheless, further analysis will be necessary to consider "the possibility that library systems with children's librarians differ with regard to the quality of children's services from library systems which do not have children's librarians."

(p.14)

6. In considering specific questions selected for inclusion, it might be observed that questions, one, two, and ten seem somewhat self evident, and that 100% affirmative response totally predictable. Questions one and two refer to "policy" of the library, but it is universally acknowledged that the public library's "cradle to grave" philosophy strives toward service to all ages, educational and economic levels. (By definition it is contrasted with the "special" library, whose patronage is in some way more narrowly defined.) What we are interested in knowing is the extent to which the public library's philosophy is being carried out.

We might also conclude that question ten could be replaced by a more significant question, since it seems unlikely that individuals engaged in public library work to young children would possess a counter philosophy.

The inclusion of such rudimentary questions as these might be justified on the grounds of "setting a framework" or of showing a gap between policy and reality. However, to get on with the business at hand, it is suggested that other questions be devised conveying some such idea as the following: The public library has long proclaimed its intention to serve all age groups. Does your library really succeed in serving the preschool child? Where do you believe your service to be effective and why? (Although question one asked for description of services regarding circulation of materials and reference services, very little is recorded in response to that portion of the question.)

C. Recommendations regarding questionnaire

It is recommended, if the questionnaire is used again:

1. That questions one, two, and ten be rephrased to elicit more in-depth response, using as a criteria the statement (p.4) that the following questions were to be explored: "who is being served, who else needs to be served, how effective is the service, what makes the service effective, what types of personnel are giving the service, what skills do the competent workers have, and how are these competencies acquired?"
2. That a question regarding content of special programs be devised to reveal their value, relevance to the lives of children, social significance, etc.

3. That a question indicating means of recruitment and methods of publicity for library programs be included, in view of this proposed emphasis in the curriculum.
4. That a question indicating reception of programs as measured by numbers in attendance be added.
5. That a means of eliciting further response regarding existing and potential services to the disadvantaged and minority groups be devised, in view of the interests of both the sponsoring institution and the degree candidates at the Institute.
6. That a question which would indicate creative solutions and priorities for improving services be added, in order to reveal innovative notions based on the experience of practicing personnel. Such a question as "What would you do if you could, unhampered by the realities?" is admittedly somewhat outside the stated goals of the survey, but might point the way to future demonstration projects and have bearing on curriculum goals.

V. EVALUATION OF SURVEY TECHNIQUE

A. Strengths of survey technique

1. The superior qualifications of personnel involved in implementing the survey.

The services of a Field Librarian from the North Carolina State Library were secured for two months, full-time. The researcher possessed the relevant educational and work background, was recommended by the State Library

staff as possessing the necessary ability and enthusiasm and had established contacts and resources at the State Library, as well as the cooperation of the staff. She had additional guidance and supervision from North Carolina Central University personnel experienced in research projects and eminent in the library education field.

2. Selection of areas originally planned to be surveyed. A number of relevant factors were considered in order to make the sampling of counties to be visited both representative and stratified. The original proposal (p.2) called for visits to "at least" 50 of North Carolina's 100 counties--these visits to encompass half of the regional centers and the largest cities. The rural and urban areas were to be fairly represented, as well as North Carolina's distinctive geographical areas: the western mountain, the eastern coastal, and the central piedmont areas. Thus the formula by which the counties were selected appears sound, though their number was diminished, as noted by the researcher.
3. The first-hand and primary nature of information gathered. Actual on-site visits yielded the information compiled, and, while administrators and supervisors were often seen, interviews used in the survey were in all cases face-to-face with personnel working directly with children.

B. Weaknesses of survey technique

1. Modification of original research design.

As noted by the researcher, there was considerable modification of the original research design as field conditions were encountered. (Some error in mileage estimate was evidently made, as 4,000 miles were covered to visit 32 counties, whereas 2,000 miles was the original estimate in order to cover 50 counties.)

We are in sympathy with the difficulties encountered in planning to visit certain library staff members at certain times. Because public libraries are open long hours and often six or seven days, personnel is staggered; in other areas funds are available to open libraries only part-time, or the professional people work only part-time. While more programs might have been observed during the school year and more regular staff members found on duty, the released services of a competent researcher might not have been secured. Also, the accomplishment of visiting 32 counties in thirty days seems considerable, and the plan to visit fifty was perhaps unrealistic.

Nevertheless, the sample fell short of the goal and only eight programs, which is not a great number, were actually observed. We would concur that the sample was fairly even, but the slighting of the eastern coastal counties was unfortunate. We do not agree that "the expected findings might not further the goal

of this report" (p.6) if the task was to describe services, whether strong or weak.

2. Need for further stratification of sample by types of units within library systems.

As much diversity exists within as between public library systems. Branch libraries differ vastly from downtown central facilities in many systems, particularly within large urban areas. Different types of observations would be gathered, for instance, at the Charlotte-Mecklenburg main library, and at a branch in a Model Cities neighborhood. In Durham, story hours at McDougald Terrace housing project and the Salvation Army Boys Club present different problems from those at the downtown facility. While this renders more ambitious an already ambitious project, the implications of this survey for services to the disadvantaged would seem to indicate the need for more effort to visit units serving these patrons.

3. Limitations of survey technique in accomplishing goals as stated, i.e., to locate and describe public library service to young children in North Carolina.

While it is not clear how the full report of the survey will differ from the preliminary report, as this is not stated, it appears at this point that the goals as outlined are very comprehensive for realization by the survey technique as designed and executed. For full discussion of this point, see VII.

C. Recommendations

If the survey is again executed, it is recommended:

1. That more time be allotted, if possible, to visit more counties, especially those of the eastern coastal regions, and to observe more actual programs.
2. That it is planned to visit representative types of library units as well as types of library systems, especially those where more could be learned about reaching children of disadvantaged background.
3. That the sufficiency (more so than the soundness) of the survey technique be reexamined, and its supplementation by additional methods be considered if the goals as stated represent the true demarcations of the survey.

VI. EVALUATION OF THE INDICATED USE OF THE SURVEY RESULTS, I.E., STATED IMPLICATIONS OF SURVEY RESULTS

The pre-institute surveyor has been charged with including in this preliminary report of the field survey data pertinent to program planning, curriculum development, and student recruitment. It is assumed that these data were to be extrapolated from survey results, but the fact that the survey revealed mainly needs and deficiencies makes this a nebulous assignment. Perhaps the survey's revelation of the need for library outreach can be said to be the thread shaping recommendations for recruitment and curriculum planning.

These recommendations appear, at any rate, sound and well considered. Those for recruitment demonstrate an awareness that "the personality of personnel engaged in special outreach

programs is a factor in determining the success or failure of such programs" (p.1), along with attitudes toward children, physical health, previous experience with children, appropriate academic work and previous library experience. Special strengths of the curriculum planned for librarians engaged in outreach programs appear to be 1) interdisciplinary cognate work in addition to basic courses relating to the operation of libraries, 2) laboratory and field work, 3) consideration of a plan for internship, which many library educators believe should be the direction of library education, as in teaching and social work and 4) emphasis on publicity techniques and knowledge of the community.

The most direct implication of the survey results upon curriculum appears to be the identification of specialists which are recommended as resource personnel to the Director of the Early Childhood Specialist Program. Some evaluation of other stated implications has been incorporated into section II. However, if "findings of the study were to be used to shape the curriculum of the Early Childhood Specialist Program" (p.4) it must be observed that little hard data immediately translatable from the field is evidenced by this preliminary report.

VII. SURVEY (ADDITIONAL COMMENTS ON VALIDITY, USE OF SURVEY AND ITS RESULTS)

A. Limitations of survey in light of stated goals

It is stated that the survey was designed "to locate and describe public library service to young children

in North Carolina." It is suggested here that what has actually been done, whether or not the stated goals represent the true intention, would be more accurately defined if the survey were said "to describe some selected aspects of public library service to young children in North Carolina, as located by a representative stratified sampling chosen to include city and regional systems, urban and rural areas, and the distinctive eastern coastal, western mountain, and central piedmont portions of the state."

"To locate" services would seem to imply 1) a fairly comprehensive polling of counties in the state and 2) the collection of hard statistical data with regard to a number of measureable variable, coupled with perspicacious observations (guesses?) regarding attitudes and competencies. The best professional aid in locating services was undoubtedly secured through the advise of the state children's consultant, who know the state well by virtue of her extensive travels. However, we do not know whether the itinerary was planned to reveal points of strength or weakness, or with an eye merely to stratification and fair representation. If the intention was to locate and describe major areas of existing significant services, this should be so clarified, making the slighting of areas with a paucity of services of little concern.

"To describe" services both in depth and breadth is a task nearly staggering to the imagination and may, with the

limitations of time, personnel, and budget, have never been envisioned. Much of the data required to do this may already be on record at the State Library and therefore not need to be gathered. Also, the full report may be planned to come much closer to a description of services. The point here is to recommend aligning ("tightening up") the stated survey goals in terms of what has actually been intended and accomplished.

Perhaps some suggestion of the myriad of factors which would need to be considered to describe services is indicated for clarification. These are some of the complexities which might be involved:

1. Budgetary considerations. How adequate are budgets, when considered per capita by child, by ALA standards, and by comparison with other counties? What percent of the budget goes for children's materials and personnel, and what further allotment is made for preschool and reading readiness materials and services?
2. Personnel. What is the size, training, and experience of the staff? Is sub-professional and clerical help available? How much professional time is spent in shelving books, collecting overdues, etc?
3. Book collection and selection. Are collections adequate in size and quality? Who selects the books, adding and weeding and exercising what personal biases? What tools and standard lists are used, and what attention given to materials relevant to diverse

cultural backgrounds? (e.g., how many "Black books" are selected from available lists for Black patrons? How are non-book materials regarded?)

4. Coverage of the community. Is the main library accessible by public transportation and centrally located? Are there branch libraries where census tracts reveal that children live (in housing projects? In store-front libraries in ghetto areas)? Is the library open at the convenience of the staff or the potential patrons? What thought has been given to serving the exceptional child?
5. Physical facilities. Are there separate and accessible children's quarters? Was the handicapped child considered when the facility was planned? If there are not enough chairs, is there a carpeted area where children can sit on the floor? Can story hours and special activities continue without cessation of routine services to other patrons?

And so on.

B. Value of the survey

The chief broad values of the survey appear to be:

1. In underlining needs for additional and more competent people to serve the preschool child in the library setting.
2. In revealing the dire need for innovation in order to break out of the traditional mold which seems self-perpetuating in libraries: that of serving the usual patrons in the usual way.

3. In indicating that library education is an appropriate place to seek solutions, since workers in the field, often because they too are disadvantaged in terms of support, are frequently locked into stagnant situations. These conclusions appear to have been validly substantiated. They are, of course, highly predictable to those in the library field, with or without a survey, and are likely to startle no one.

This report was prepared by the Learning Institute of North Carolina, Research and Evaluation Team, pursuant to a contract between LINC and the North Carolina Central University by Betty Jean Katzenmeyer in cooperation with Jeannie Price and Hugh I. Peck.

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OBJECTIVE 2

The second goal of the Institute for Public Librarians in Service to Young Children was to recruit public librarians in service who would benefit from the Early Childhood Library Specialist Program. (See Appendix C for program description.)

Fifteen participants were selected to matriculate in the Early Childhood Library Specialist Program between September 1971 and July 1972. Five students entered in September 1971 for full-time enrollment in the graduate school; ten persons were enrolled in the summer school program. Both groups were interviewed at the conclusion of their course work. An interview summary for each group follows. (See Appendix C for interview questionnaires and data concerning the students involved in the two programs.)

Full-time Students

Four of the five students in the Early Childhood Library Specialist Program who were funded through this project were interviewed on an informal basis. The interviews were conducted just prior to the final examinations of the second semester. The fifth student funded through this project was not interviewed because she had just joined the program. Each student was interviewed separately. Each question will be stated and a brief discussion of the students' comments will follow.

1. Now that you have almost completed two semesters of the program, how do you feel generally about the program?

All four students were very enthusiastic about the program. A common quote was, "It's been hard work at times but anything worthwhile usually is." Two of the students responded that the practicum was most enjoyable but very time consuming and should be allotted more semester hours of credit. All four agreed that the experience was worthwhile for them and beneficial to the community.

2. Was the program what you expected?

Three of the students felt that the first semester, which centered on the basics of library science, was not exactly what they had expected, but the last semester, which centered on the practicum, was what they had expected and hoped for. One of the students thought there would be more media techniques taught but found that the educational theories taught were more beneficial than she imagined. The general consensus was that the approach taken was great.

3. What part of the program did you find most interesting?

All four students responded identically, "the practicum." This part of the Early Childhood Library Specialist Program was the most memorable, enjoyable and educational for the students.

4. What part of the program did you find most challenging?

Three of the students agreed that the practicum was the most challenging as well as the most interesting part of

the program. They felt that planning day-to-day a structured program for the children was indeed a challenge. The fourth student found the regular library science courses most challenging.

5. Do you plan to complete the program?

All four students will complete the program.

6. Do you feel that this program has prepared you for your future as a public librarian?

Since the first semester focused on the basics of library science, three students agreed that they could adequately fill the traditional role of a public librarian. One of the students was less positive about it.

7. Do you feel that this program has prepared you for your future as an early childhood specialist?

The four students responded definitely "yes." They felt fully prepared for their roles as early childhood specialists. All were confident.

8. What changes would you recommend in the program for future students?

The responses to this question are quoted:

"...give the student more practice with children..."

"...more exposure to children..."

"...spend three hours in field and have a longer time to build concepts..."

"...theory courses in early childhood should be required."

"...more experience with hardware."

9. Would you recommend this program to your colleagues?

The students agreed that they would definitely recommend this program. "If anyone is interested in early childhood and libraries, this is the answer." One of the students even admitted to out-and-out recruiting.

10. What are your plans after the program is over?

Two students had applied for positions in public schools as early childhood specialists. One planned to work in a community center and the fourth hoped to begin an early childhood program in her home public library or in the local college. All of the students plan to use their degrees and knowledge in such a manner as to bring the most benefit to the community and to the children of the community.

Summary:

Without a doubt, these personal interviews show that the students are enthusiastic about this program and their resulting skills.

Summer School Students

The ten students who were funded through this project in the summer school program answered the questionnaire just prior to the conclusion of the summer school program. Each question will be stated and a brief discussion of the students' comments follows.

1. Briefly describe what you think the duties and responsibilities of an early childhood library specialist are.

The participants predominantly responded that an early childhood library specialist had duties and responsibilities to help develop the "whole" child. Most of them stated that the early childhood library specialist should provide learning experiences through educational materials and toys that help develop cognitive and social skills. Several viewed this role as a transmitter of morality, a model for youngsters to imitate, and a giver of information and help to parents and other persons who work with young children.

2. Now that you have almost completed the summer institute, how do you feel generally about the program?

All of the summer participants indicated favorable views about the program. Such comments as, "I was impressed with the multi-faceted phases of the program," "excellent learning experience," had, "helped me to understand more the development of the child and it has given me ways to set up an early childhood center," convey the enthusiasm and learning that occurred with them.

3. Was the program what you expected?

Five persons responded that the program was what they expected; the other five felt that the program offered much more than they had anticipated.

4. What part of the program did you find most interesting?

The observations of children and the demonstrations of strategies for programming and of the media were chosen as the most interesting. The Oral Workshop and the Learning Center were specifically cited.

5. What part of the program did you find most challenging?

The toy-game workshop was reported by six of the participants as the most challenging. One person stated planning and participating in the creative dramatics for children; one was challenged most by learning to set up goals and implementing them; and two persons referred to the entire program.

6. Do you plan to continue the program?

Seven indicated that they plan to continue the program. Three of the seven intend to enroll in future summer school courses; four did not express when or how they would follow up their interest. The other three participants were undecided at this time.

7. Do you feel that this program has helped you to improve your competencies?

All responded affirmatively. Comments -- such as "The many games and activities which I have been exposed to have helped me to become more competent in utilizing games," "recognizing characteristics of preschoolers," "selecting games to meet needs," etc. -- certainly are indicative that new learning has taken place.

8. Do you feel that this program has assisted in preparing you as an early childhood specialist?

Again, all were affirmative, even though several stated that they currently are employed in positions that are concerned with older youngsters.

9. What changes would you recommend in the program for future students?

Three participants recommended more time allotment to work with children; one suggested more time to work with children and parents; and one desired more active participation and observations. The other five persons stated that they would not recommend any changes. They were satisfied with it as it was conducted this year.

10. Would you recommend this program to your colleagues?

All stated that they would recommend it to their colleagues. In fact, several included all elementary teachers and/or early childhood personnel in their recommendation.

11. What are your plans for the coming year?

Two persons indicated that they now desired to transfer from high school libraries to elementary libraries. One person will serve as a librarian at a technical institute and be enrolled as a part-time student. Four participants stated that they planned to utilize many of the ideas and knowledge acquired during this institute in their work setting. Three summer students did not have definite employment but expressed desires for positions working with young children.

12. What aspects of the program do you feel you will be able to utilize this year?

Participants' responses ranged from general statements of "all" to specific components such as "role playing, pantomime, games, toys, reinforce classroom activities through the use of games and toys." Two stated that they felt they might have some impact within their communities in setting up early childhood learning centers.

Summary:

To summarize the summer school participants' responses to their learning experience in the project's program, it is obvious that all seem to be enthusiastic about the program and that they feel their skills and expertise have been expanded. However, because enthusiasm frequently diminishes and projected plans alter significantly once a student has returned to his normal environment, it is suggested that these participants be polled again by mail in January 1973, to determine the amount and degree of change that the program has induced in their attitudes and practices. This would provide additional data concerning the impact of the program on the individuals, and to some degree, in facilitating change in attitudes and practices within the state.

The Institute for Public Librarians in Service to Young children has published several brochures to acquaint interested persons about the program. Copies of these were forwarded to LINC by project personnel as part of the school's recruitment endeavors.

OBJECTIVE 3

The third goal stated was to utilize the information and ideas gathered from the field and the students to expand the school's curriculum. Evaluation of this goal should occur at the conclusion of the 1972-73 year, at which time the curricula for the 1971-72 and 1972-73 years can be compared. Determination of any changes in the curricula between the two years, and of whether the changes were the result of information and ideas gathered from the field surveys and the students, could be made.

To facilitate evaluation, it is recommended that the project director submit to LINC a report stating the content of the courses and a descriptive summary of the practicum and field experiences offered during the past year.

CONCLUSIONS AND RECOMMENDATIONS

North Carolina Central University Institute for Public Librarians in Service to Young Children has embarked upon a significant venture that has importance not only to public library systems within the state, but also to all agencies, institutions and persons providing learning experiences for young children. The project has few models within the nation to follow. Consequently, innovative ideas and strategies must be obtained directly from the resources of its project personnel and other interested persons.

As noted in the Review and Critique of the Field Survey, the information gathered certainly substantiates the need for this project within the state of North Carolina. However, to collect information and data that might have more relevance in helping to reshape the school's curriculum, it appears that another survey should be conducted with a revised instrument that focuses on delimited and specific goals. Nonetheless, the 1971-72 survey clearly identified the continued need for the library program at NCCU.

The participating students, both full-time and summer school, responded very enthusiastically and positively about their experiences within the program. It is suggested that these students be polled at a later date (January 1973) to determine if their reactions to the program remain as positive

and whether or not they have utilized the newly acquired skills in their employment situations as they indicated would be done. This assessment would increase the value of their suggestions and statements concerning the program.

Also, if the two above-mentioned recommendations are implemented, their impact upon the third goal might be significant. At the present time, the goal cannot be evaluated.

In conclusion, the Title II-B Higher Education project entitled "Institute for Public Librarians in Service to Young Children" has had a fruitful year. The project has many commendable attributes to rank its efforts as substantially successful. Some procedures and/or areas have been determined that could be improved to enhance the project's impact upon its student population, upon many of the local, state and national early childhood programs already in existence, and upon the NCCU School of Library Science curriculum.

The project deserves praise for its efforts.

APPENDIX A

NCCU FIELD SURVEY REPORT

A REPORT OF THE RESULTS
OF
A FIELD SURVEY OF
NORTH CAROLINA PUBLIC LIBRARIES
WITH REGARD TO
THEIR SERVICES TO PRE-SCHOOL CHILDREN

NORTH CAROLINA CENTRAL UNIVERSITY

October, 1971

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with regard to the
Institute for Public Librarians in Service to Young Children
North Carolina Central University

The formal recommendations can be divided into two definite but related categories--those with regard to recruiting students and those with regard to the course of study, or curriculum, in which the selected students will be engaged.

I. Recruiting

The importance of careful recruiting procedures cannot be overemphasized. The personality of personnel engaged in special outreach programs is a factor in determining the success or failure of such programs. While it is evident that children are able and willing to tolerate several different personality types, personnel employed to give service to young children must like and respect children, as well as be able to establish a rapport with these young patrons. To be quite frank, the most ambitious programs--no matter how promising they may look on paper--cannot succeed unless the proper personnel are employed to translate such plans into actual operating programs.

Thus it is recommended that screening of applicants for the Early Childhood Specialist Program be as thorough as possible with regard to the following requirements and qualifications.

A. Attitudes toward children

The prospective student should like children as people, valuing and accepting them for themselves. Patience, alertness, awareness, and a natural warmth are among the attributes which a student should possess--along with confidence in herself and faith in the children she seeks to serve.

B. Physical health

Working with young children is demanding physically as well as mentally. The student should be in good health--strong and able, possessing stamina, a wide visual range, and good muscular response.

C. Previous experience with children

Any kind of positive interaction with children (whether structured or unstructured) can be of value to the student. Candidates who have worked as aides in Head Start programs, recreation programs, classroom situations, or even baby-sitting may have reached a better understanding of actual children's wants and needs than individuals who have had little sustained contact with young children.

I. (contd.)

D. Academic work relating to early childhood or disadvantaged individuals and groups

Since this program is operated at the graduate level, it would seem that academic courses taken in the undergraduate program would be of value. Courses in such subject areas as sociology, child psychology, education, and other of the social sciences should increase the student's understanding not only of human development but of the special problems of the culturally, economically, and socially disadvantaged.

E. Previous library experience

A familiarity with basic library procedures and operations would provide a practical foundation upon which classroom courses could build.

II. Course of study (or curriculum)*

After the candidates for the Early Childhood Specialist Program have been selected through careful recruiting procedures, they should become engaged in a course of study which will prepare them to set up programs of high quality for preschool children. Although the Early Childhood specialty will be undertaken within the framework of the program of the Masters in Library Science, the courses relating to early childhood should be geared to these students' special needs and abilities. Since these specialists will be librarians, it is essential that they know the library craft and understand the concepts of librarianship. Recommendations for the structuring of the course of study emphasize the following areas.

A. Academic courses

1. Basic and introductory courses relating to the operations and functions of libraries--specifically, courses in reference, book selection, cataloging and classification, administration.
2. Courses in the specialty which deal with the philosophy of service to children, the special needs of this group of library patrons, and concentration upon materials--both nonprint and print. The students should receive practice in selecting materials for their suitability for children and with regard to the quality of the materials. Actual work with books and multimedia is the most appropriate way to learn to select and to use these materials.
3. Related work taken in other departments or schools in the University in the fields of psychology, sociology, education, and human relations.

*For further information, see pages 25-27.

II. (contd.)

B. Laboratory work

Actual work with children is the most appropriate means to perfect working techniques and to achieve an increased awareness of children's needs and individual capabilities. Therefore, a teacher-student-child situation in which a candidate for the Early Childhood Specialist program works directly with a child or children under the supervision of the director of the program is recommended.

C. Field work and internship

1. Visits to library systems which are conducting programs for children under the guidance of children's librarians would provide the students with the opportunity to observe specialists working in the field. These specialists present a valuable resource which should be investigated by the Director of the Early Childhood Program.
2. In view of the value of practical experience in a library setting, it is recommended that the possibility of placing students for a period of internship in libraries with children's programs be explored. The principle is the same as that which is labeled practice teaching in the field of education. The student could be provided with the opportunity to work under the guidance of a children's librarian and pick up first-hand experience to supplement the hours of classroom instruction and laboratory work. (Plans for any proposed venture in academic-public library cooperation would have to be worked out on the administrative level between the School of Library Science and public library directors and their staffs of children's librarians.)

INTRODUCTION

During the months of July and August 1971, a field survey of North Carolina public libraries was conducted by the School of Library Science of North Carolina Central University. The survey was designed to locate and describe public library service to young children in North Carolina. The study was conducted under the auspices of the Institute for Public Librarians in Service to Young Children; findings of the study were to be used to shape the curriculum of the Early Childhood Specialist Program. Miss Nancy J. O'Neal, a Field Librarian at the North Carolina State Library, carried out the field work involved in the project. Although Miss O'Neal received a leave of absence from the State Library to complete the project for the University, many of the resources of the State Library were at her disposal and the project was carried out with the cooperation and interest of both the State Librarian and the Assistant State Librarian.

The original proposal, as included in the Plan of Operation for an Institute for Training in Librarianship (Part V, p.7), called for visits to fifty of the state's one hundred counties, half of the regional library systems, and the large cities. Rural as well as urban public libraries were to be surveyed, and the distinctive eastern coastal, western mountain, and central Piedmont characteristics of the State were to be scrutinized for their relevance to library service. Some of the following questions were explored: who is being served, who else needs to be served, how effective is the service, what makes the service effective, what types of personnel are giving the service, what skills do the competent workers have, and how are these competencies acquired.

After segments of time were allotted for research, formulation of the questionnaire to be used in the survey, and tabulation and evaluation of

the findings, the amount of time allotted for field work was set at approximately thirty days. The original research design was modified as the researcher encountered actual field conditions. In many instances there was difficulty scheduling visits with children's librarians in some of the counties visited. Some librarians work on a part-time basis; some were taking vacations during the summer. The same problem was encountered in scheduling observations of actual pre-school programs. Many programs for pre-school children are held during the school year (during the months from September through May). Most summer programs are held on a weekly basis, and in many instances it was impossible for the researcher to be in a specific locality on the day that a pre-school program was being held.

Actual programs were observed in Elizabeth City (Pasquotank County), Plymouth (Washington County), Gastonia (Gaston County), Charlotte (Mecklenburg County), Stoneville and Eden (Rockingham County), Lumberton (Robeson County), and Newland (Avery County). When it was not possible to view actual programs, an attempt was made to ascertain the activities and elements of programs by talking with the person responsible for creating and carrying out the programs.

In the course of the project the researcher traveled 4000 miles and visited thirty-two of the State's one hundred counties. Although the number of counties visited was one-third, rather than one-half, of the counties in the State, this reduction in number seems to present no serious problem with regard to the validity of the findings. Accordingly, one-third, rather than one-half, of the regional library systems were visited. A look at the map of North Carolina counties visited (see the Appendix) would indicate that the sampling was even for the most part with the exception of the southeastern coastal counties. These areas were not examined in the depth which the researcher had wished. Although there has traditionally been a paucity of

children's programs in this area of the State and the expected findings might not further the goal of this report, it is suggested that any subsequent study schedule visits to this area in order to gather data firsthand.

A list of the counties visited is included in the Appendix. The thirty-two counties visited contained approximately 118 library units - a unit being defined as either a main library or a branch library. The seventeen county library systems visited contained eighty library units. The five regional library systems are composed of fifteen counties with twenty-eight library units. Counties with larger populations tend to be served by individual county library systems or by joint county-city libraries. Smaller counties have tended to associate in groups of two, three, or four counties into regional library systems.

The philosophy behind the formation of regional library systems has advocated the pooling of services and resources in order to provide improved service over a larger area. Personnel is one of the primary ingredients which is pooled. The formation of regions has been a definite trend in the State of North Carolina as indicated by the fact that forty-seven of the State's one hundred counties are associated in fifteen regional library systems.

The counties visited range in size with regard to population from the largest in the State (Mecklenburg) to the smallest in the State (Tyrrell). The library systems visited ranged in size with regard to the number of library units from one system with a main library and fourteen branches (Mecklenburg) to one county which had no actual facility (Camden) but shared one with a neighboring county (Pasquotank). The eastern-most county visited was Dare County; the western-most county was Haywood.

The character of North Carolina's population distribution is changing. Although the State can still be classified as an agricultural economy, the growth of North Carolina cities represents an important indicator of the shift

from a primarily rural or small-town society to an urban mode of living. In view of this trend a special attempt was made to visit the larger cities in the State since so much of the population is concentrated there. The following cities and larger towns were visited in the course of the survey: Raleigh, Durham, Wilson, Greensboro, Winston-Salem, Gastonia, Salisbury, Charlotte, Lumberton, Fayetteville, Greenville, Hendersonville and Asheville.

Statistical Breakdown

of the

Results of the Questionnaire

	County Library Systems Responding	Percentage of Total
1. Does the policy of your library include service to children?		
Yes	32	100%
No	0	0%
2. Does the policy of your library include service to the pre-school child?		
Yes	32	100%
No	0	0%
3. A. Do you have any special programs for pre-school children?		
Yes	32	100%
No	0	0%
Breakdown on types of programs:		
Storyhours	24	75%
Picture Book Hours	6	18%
Film Programs	10	31%
Film-Story Programs	12	38%
Radio Programs	3	9%
Television Programs (broadcast)	2	6%
Television Programs (viewing)	3	9%
Music and Use of Recordings	14	44%

	County Library Systems Responding	Percentage of Total
3. A. (contd.)		
Other categories:		
Filmstrips	4	12%
Finger Plays	16	50%
Simple Crafts	2	6%
Film-Making	1	3%
B. Are the programs year round or seasonal?		
Year Round	17	53%
Seasonal	12	38%
Special Occasion or only by appointment	3	9%
C. Do you ever serve food or refreshments?		
Occasionally	17	53%
Never	15	47%
4. A. What kind of personnel performs these services?		
Volunteers Only	3	9%
Staff Only	17	53%
Both Staff & Volunteers	12	38%
B. Does the same person perform these services from week to week or time to time?		
Yes	24	75%
No	8	25%

	County Library Systems Responding	Percentage of Total
5. Does your library offer any guidance and/or pre-reading program(s) for the parents of pre-school children in order to help them guide their child's reading?		
Yes	1	3%
No	31	97%
6. Does your library cooperate with other agencies in the area which work with the pre-school child?		
Head Start	16	50%
Day Care Centers	15	47%
Kindergartens	21	66%
Nursery Schools	11	34%
Other agencies:		
Experiment in Self-Reliance	1	3%
Community Action Program	1	3%
City Recreation Programs	4	12%
Migrant Day Center	1	3%

7. What specific form does this cooperation take?

(No statistics were gathered on this question, but cooperation fell into four general categories:

All libraries were willing to arrange tours.

Several libraries have groups coming on a regular schedule for stories and/or film programs.

Some systems have itinerant storytellers who go out to the other agencies.

Many librarians help these agencies with book selection and arrange special loan periods for these groups.)

	County Library Systems Responding	Percentage of Total
8. Do you send collections of books to day care centers or other agencies?		
Special Loan Periods for Teachers	25	78%
Lend Large Batches of Books	3	9%
9. A. Does your library own a bookmobile?		
Yes	31	97%
No	1	3%
B. Do the bookmobile personnel work with pre-school children?		
(All bookmobiles circulate easy books, but none of the systems visited had personnel scheduled to work out of the bookmobile with pre-schoolers.)		
C. What kinds of services are offered?		
Model cities stop	1	
Van and bookmobile stopping at day care centers	2	
10. Do you as a librarian feel that the public library should offer service to the pre-school child?		
Yes	32	100%
No	0	0%
11. What obstacles have you encountered in giving service to the pre-school child?		
Lack of Funds	32	100%
Lack of Adequately Trained (or qualified) Personnel	23	72%
Library Policy	2	6%
Limited Physical Facilities	16	50%

Percentage
of
Total

County
Library Systems
Responding

6%
9%
50%

2
3
16

11. (contd.)

Other:

Attitude of Other Library Personnel
Poor Weather (mountains)
Transportation

12. Comments

(Responses to this question are included throughout
the explanation of the questionnaire results.)

EXPLANATION OF THE QUESTIONNAIRE RESULTS

Research Design and Procedure

The research tool used in conducting this survey is the questionnaire, a copy of which is included in the Appendix. The form was used as a guide sheet for the researcher in conducting interviews; no questionnaires were filled out by the librarians being interviewed. The researcher recorded the librarians' responses to the questions. Although the researcher was often able to talk with library directors and administrators, the answers recorded on the questionnaires were obtained from staff members who work directly with children in a library setting. While some questions were designed to be answered with a simple "yes" or "no", other questions were open-ended and comments and suggestions were welcomed.

The list of questions was formulated after searching the literature on early childhood education and after conferences with individuals who have been working in this field. One document which was particularly helpful was a research paper written by Kathleen Moore, a graduate of the School of Library Science of the University of North Carolina at Chapel Hill. The paper, Public Library Services for the Pre-School Child, combined a search of library literature with a survey (conducted by mail) of children's librarians in the State of California. Miss Moore's written permission to use questions included in her survey questionnaire was obtained, and her contribution to this present project is duly acknowledged. The researcher also wishes to acknowledge the help of two other individuals, Miss Jane Wilson and Mrs. Tommie Young. Miss

Wilson, Children's Consultant for the North Carolina State Library, rendered invaluable assistance both in formulating the questionnaire and in planning the itinerary. Mrs. Young, Director of the Early Childhood Library Specialist Program at North Carolina Central University, offered many helpful suggestions with regard to evaluating the programs designed for pre-school children.

The statistical calculations, which are presented on the pages entitled Statistical Breakdown of the Results of the Questionnaire, have the county as their unit of measurement. The total population of the sample is thirty-two counties. Library systems are so diverse as to make any attempt at random sampling an impossibility; therefore, the sample taken was a stratified one, taking into account the specifications set forth in the Plan of Operation for an Institute for Training in Librarianship (Part V, p. 7). The number of autonomous county systems surveyed (seventeen) was roughly equal to the number of county systems (fifteen) which participated in regional library set-ups. Although both rural and urban library situations were investigated, the special attempt to visit cities may have contributed to the fact that the number of counties visited in the Piedmont or Central part of the State (fourteen counties) was larger than the number of Eastern (nine) or Western (nine) counties visited. Another factor to be studied in this survey was the possibility that library systems with children's librarians differ with regard to the quality of children's services from library systems which do not have children's librarians. Information relating to the concerns mentioned above was recorded in the blanks at the top of the questionnaire.

Question by question analysis

Question 1

This question (Does the policy of your library include service to children?) was answered in the affirmative by all librarians questioned. Question 1 provided a frame for moving to a discussion of pre-school services.

Question 2

This question (Does the policy of your library include service to the pre-school child?) was also answered in the affirmative by all librarians questioned.

Question 3A

Although this question (Do you have any specific programs for pre-school children?) again elicited an unanimous affirmative response, definitions of special varied. Some systems conduct programs weekly throughout the year, while other systems have programs only by appointment.

When discussing types of programs, there arises a problem of definition. The term storyhour has been used in the context of this study to mean many things. Strictly speaking, a storyhour involves a storyteller who has committed a story or stories to memory and then delivers these stories to a group of children. A true storyhour is composed of stories which are told--rather than read. Many programs which are referred to as storyhours are in reality picture book hours during which children are shown picture books and read or told the brief narratives which accompany the pictures.

With the advent of the use of audiovisual equipment and materials, multimedia programs have been made available to pre-school children. 16mm films are the most commonly used of the media available. A few libraries are developing collections of films, but almost all librarians interviewed used the chil-

dren's films available from the Audiovisual Center of the North Carolina State Library. The true film program is planned in order to allow time to introduce the film to the children and time for discussion of the film after viewing; but many times children only view the films and no time is allotted for discussion and review of the film. Often films are used along with told or read stories.

The term storyhour is often used as an umbrella to describe programs which include many activities in addition to the told or read stories. Perhaps some other term--multimedia presentation, for example--would be more accurate. Most of the activities listed in Question 3A are used in conjunction with told or read stories; among these activities are filmstrips, music and use of recordings, finger plays, simple crafts, and television viewing. Therefore when referring to these items for which percentages appear in the Statistical Breakdown, one can assume that these activities were elements of a program rather than the sole component of special programs.

Of the librarians who used filmstrips, most preferred those produced by Weston Woods which tell the stories of different children's picture books. Forty-four per cent of the librarians interviewed felt that music enhances storyhour programs, and the use of recordings and some musical instruments was widespread. The term Finger plays has been used to include such body movements as those connected with "I'm a Little Teapot," "The Itsy-Bitsy Spider," and "Ten Little Indians." The term Simple crafts has been used to cover such activities as finger painting and creating materials from pipe cleaners, construction paper, and similar materials. Television viewing was confined for the most part to Sesame Street.

When the terms radio programs and television (broadcast) programs are used, they refer to programs produced for broadcasting on television and radio. Three of the librarians visited produce radio programs geared to young children. Mrs. Ann Sanders, Assistant Regional Librarian in East Albemarle Region, taped twelve programs which were broadcast during the summer of 1971 over Radio stations WCNC in Elizabeth City and WOBR in Wanchese. Miss Theresa Coletta, Regional Children's Librarian in Avery-Mitchell-Yancey Region, performs live radio programs every Wednesday evening from April through November. These programs last fifteen minutes and are broadcast over Radio Station WKYK in Burnsville. Mrs. Judi Wilkins, Children's Librarian at the Robeson County Public Library, produces 12-minute taped stories which are broadcast twice weekly over Radio Station WHER (both AM and FM frequencies) in Lumberton.

Two library systems visited (Buncombe County and Charlotte-Mecklenburg) produce television programs directed toward young children. Mrs. Gwenda Ledbetter, a professional actress and storyteller, stars in Tales from the Red Rocker which is broadcast over the Asheville television station WLOS. Mrs. Katherine McIntyre, Community Services Children's Librarian, plays the friendly witch who presides over Tell-a-Tale-Time which is aired over the Charlotte educational television station WTVI.

One of the most unusual program ideas was devised by Miss Anne Hill, Children's Coordinator for Wake County Libraries. Miss Hill and one of the kindergarten groups she worked with produced an 8mm film, entitled The Enormous Turnip.

Question 3B

This question (Are the programs year round or seasonal?) sought to de-

termine the frequency of programs. Approximately 53 per cent of the librarians questioned had programs which they described as year round. These programs ranged in frequency from once a week to once a month throughout the calendar year.

About 38 per cent of the libraries termed their programs seasonal. Half of these seasonal programs were conducted in the summertime, usually from June through August; programs for pre-schoolers were planned along with those for vacationing school children, but the pre-school programs were usually held separately. The other half of the seasonal programs were conducted sometime during the school year--generally from mid-September through mid-May or from January through May. The seasonal programs were conducted on a weekly basis, with breaks held around the Christmas and Easter holidays.

Question 3C

The question (Do you ever serve food or refreshments?) was included to probe attitudes concerning the use of food in the library. The answers fell into the categories 'occasionally' and 'never.' Librarians who never served refreshments took one of two views: first, children should not be bribed to come to the library; second, librarians in well-furnished libraries feared damage to the carpet, walls, and other furnishings. Librarians who served refreshments occasionally did so as a treat on holidays or other special occasions. Librarians who viewed the serving of food in a more favorable light were prevented by a limited budget from serving refreshments more often.

Question 4A

This question (What kind of personnel performs these services?) sought to identify the credentials and abilities of the people conducting storyhours

and multimedia programs. Of the libraries surveyed only nine per cent depended solely upon volunteer help. The backgrounds of volunteers varied; all were female and most were mothers. One library system was able to procure the summer services of a capable elementary school teacher, but on whole, few volunteers were this well qualified.

Fifty-three per cent of the libraries surveyed used only staff members to conduct programs. Of these staff members few held degrees from library schools or held other credentials which qualify them as certified public librarians; this fact is in part a reflection of the general shortage of professionally-trained children's librarians throughout the State. Professionally-trained librarians, as a rule, preferred not to use volunteers because the volunteers tended to be unreliable since they work at their own convenience. These professionals held their pre-school programs during the school year when programming for older children was on a limited scale. Other staff members who worked with pre-school programs were college students hired during the summer months. These students were usually, but not always, female and generally planned to become teachers; they were usually hired under some kind of government-sponsored program like PACE (Program of Assistance for College Education) or through an arrangement with the colleges or universities they were attending.

Thirty-eight per cent of the libraries used a combination of staff and volunteer personnel. As a general rule, staff members would either assist the volunteers with programs or substitute when volunteers were not available or failed to appear.

Question 4B

The intent of this question (Does the same person perform these services from week to week or time to time?) was to determine to some extent the consistency and continuity of the programs. When a child is able to see the same storyteller from one week to the next, there is a greater chance that he will be able to establish a relationship with this individual and come to feel that the library is a welcoming and familiar place than if he is confronted with a different individual everytime he attends a storyhour or visits the library. Seventy-five per cent of the libraries surveyed asserted that there was a continuity with regard to storytellers whether they were members of the staff or volunteers.

Question 5

The almost overwhelming response to this question (Does your library offer any guidance and/or reading programs for the parents of pre-school children in order to help them guide their child's reading?) was in the negative. Only Mrs. Patricia Heidemann, Children's Coordinator in Forsyth County, had undertaken any formal program. She met several times with mothers of children registered for pre-school multimedia programs. Mrs. Heidemann talked generally about kinds of children's literature, special characteristics of easy and picture books, and approaches to helping children learn to read. This set of programs lasting six weeks ran parallel to those held for the children.

Other libraries had less formal programs. All librarians questioned said that they gave parents aid as requested in selecting books for their children. Some libraries publish bibliographies of easy books and books for

parents on children's reading. Some librarians make talks before civic clubs, and a few have lectured to classes in child care and training which are held at community colleges and technical institutes.

Question 6

This question (Does your library cooperate with other agencies in the area which work with the pre-school child?) attempted to discover methods by which public libraries reached pre-school children. Most libraries asserted that they cooperated with these agencies, but the depth of the cooperation varied considerably from one county to the next. Specific forms of cooperation are discussed in the explanation of Question 7. The greatest amount of cooperation evidenced was carried on with kindergartens and Head Start programs. There may have been some confusion in the definitions of day care center and nursery school; ordinarily, day care center was explained to mean a facility which operated for the better part of the day and where the children received food and care while their parents are at work. The nursery school was seen as an agency which provides children with the opportunity to participate in group experiences for a shorter period of time, usually during the morning hours. The listing of other agencies was obtained from the interviews.

Question 7

Means of cooperating with other agencies were uncovered by this question (What specific form does this cooperation take?). Cooperation evolved in roughly four ways--tours of the library for these groups, receiving groups for programs on a regular schedule, using itinerant (meaning "one who goes out") storytellers, assisting with book selection and arranging extended loan periods for these groups. All library systems were willing to arrange initial

visits to the library and make special arrangements for borrowing easy books and picture books. Approximately one-fourth of the libraries visited had groups of children coming to the library for a regularly scheduled storyhour or program. Still fewer systems felt they could spare the personnel required to visit the various agencies; four library systems cooperate in the summer with city recreation programs by sending staff members (usually college students employed only for the summer months) to parks to tell stories.

Question 8

When asked specifically whether they sent collections of books to day care centers, most librarians replied that they arranged extended loan periods for teachers or other staff members who would agree to be responsible for the library books. Many librarians limited the number borrowed to twenty-five or thirty books. Only three libraries lent large numbers of books (100 or more) for an extended period of time to day care centers or kindergartens.

Question 9A

All the library systems visited except Charlotte-Mecklenburg owned or had access to a bookmobile.

Question 9B

Two library systems (Haywood and Rockingham Counties) have experimented with programs conducted on the bookmobile, but neither of these have been on a continuing basis. Most bookmobiles do little more than circulate easy and picture books as far as services to young children are concerned.

Question 9C

In response to this question (What kinds of services are offered?), two library systems said they were visiting day care centers and leaving books (Robeson and Randolph Counties) and one other system had initiated a Model

Cities stop (in Winston-Salem) in an area where there are many pre-school children.

Question 10

This opinion question (Do you as a librarian feel that the public library should offer service to the pre-school child?) sought to elicit attitudes on the part of librarians. All persons questioned replied in the affirmative.

Question 11

The wording of question 11 was changed from "If your system is not now serving the pre-school child, what prevents you from doing so?" to "What obstacles have you encountered in giving service to the pre-school child?" Lack of money was a universal problem; insufficient funds for both personnel and materials plagued every library system. Almost three-fourths of the librarians interviewed asserted that the lack of adequately trained and qualified personnel keep them from producing more programs for pre-schoolers. Half of the people interviewed complained that limited physical facilities interfere with giving good service to young children. Only two librarians felt that library policy (specifically, strict registration procedures, high fines, and the like) interfered with serving the young disadvantaged child. Comments from librarians included special problems they had encountered. Among these problems were the attitude of other library personnel who did not have enthusiasm for children's services, transportation to the library which seemed to be problematical for both the rural and urban pre-schooler, and in the mountains poor weather experienced during the winter months.

Question 12

Each librarian was given the opportunity to comment upon any and every aspect of service to pre-school children. These comments have been incorporated

into the explanation of the eleven questions explained above and into other sections of this report.

FURTHER SUGGESTIONS CONCERNING THE CURRICULUM

The portions of the Recommendations which concern the curriculum or course of study have concentrated for the most part on programs and learning experiences within the classroom and the library setting. The children's specialist should be concerned with giving the best service possible within the library; therefore one of her primary concerns should be the efficient organization of the children's area and the planning of programs for children. However, the importance of publicizing these programs outside of the library cannot be over-emphasized. Very few libraries have a built-in audience for these programs, simply because there have been so few real attempts at programming in the past. The children's librarian may well discover that her first task is to recruit an audience for the programs which she has planned. This can be accomplished in several ways--not only by placement of publicity in the library itself, but by use of the mass media, that is, local radio, television, and newspapers. Direct contact with both groups and individuals is also important.

Perhaps the most important thing for a librarian to do before undertaking service to her community is to learn as much as possible about the community--in other words, to find out exactly where the action is. This research is a necessary prelude to any attempts at cooperation with other agencies which serve children--in this particular case, the pre-school child. The creative children's specialist does not wait to be contacted, rather she makes the contacts. She informs individuals in these other agencies of what the library can and does offer the young child and attempts to

work with these individuals on programs to benefit and reach the pre-schooler.

It is with special outreach programs that the library can extend its resources to individuals who are not now library-oriented. Working through the bookmobile, special stops can be arranged at day care centers, nurseries, kindergartens, housing projects, and even shopping centers in an attempt to get to the children. Perhaps even more important than making books available to these children is the idea of making storytellers and children's specialists available to children in the general population. In this electronic age in which we live, one cannot discount the tremendous appeal of television and radio to children of all ages. Libraries should plan and execute programs to be carried through these media; but one must never forget, especially with young children, that direct contact between librarian and child is the primary goal.

It is true in librarianship as in every other profession that one learns so much by doing. The full implications of many of these statements will not be realized by most children's librarians until they are actually on the job. It is asserted, however, that the use of resource personnel can be particularly helpful not only for making suggestions for specific programs but also in discussing some of the more intangible aspects of working with children. Therefore, it is recommended that the Director of the Early Childhood Program contact the following individuals who are conducting interesting children's programs:

Miss Anne Hill, Wake County Libraries, Raleigh

Mrs. Patricia Heidemann, Forsyth County Library, Winston-Salem

Mrs. Margaret Achterkirch and Mrs. Margaret Smith, Gaston-Lincoln Region, Gastonia

Miss Theresa Coletta, Avery-Mitchell-Yancey Region, Burnsville

Mrs. Ruth Easter and Mrs. Gwenda Ledbetter, Buncombe County Library, Asheville

Mrs. Margaret Reid, Pitt County Library, Greenville.

SUMMARY AND CONCLUSIONS

According to the 1970 census there are 533,713 children five years of age and under in the State of North Carolina. This group represents ten and one-half per cent of the total population of 5,082,059 people. What kinds of services are public libraries offering to this sizeable portion of the population?

The North Carolina State Library makes the following statement about library service in North Carolina, including services to children.

No public library service in North Carolina meets national or state standards contained in the American Library Association's Minimum Standards for Public Library Systems, (ALA, 1967); and Standards for Children's Services in Public Libraries, (ALA, 1964); or in the North Carolina Library Association's Standards for Public Library Service in North Carolina, (NCLA, 1970).¹

Although public libraries across the State of North Carolina have long maintained children's rooms or departments, there has been no history of vigorous and active programs for children. Convincing administrators of the need for children's librarians has often been a difficult job. As of 1968 there were approximately six children's librarians or coordinators in the state devoting full-time to children's services. This number has more than doubled in the past three years. Much of the progress which has been made can be attributed to an increased concern on the state level as evidenced by the employment of a Children's Consultant by the North Carolina State Library.

¹North Carolina State Plan for Library Services under the Library Services and Construction Act as amended (P. L. 91-600), North Carolina State Library, Raleigh, May 1971, p. 8.

Interestingly for the purposes of this survey, traditional programs have been for the most part pre-school storyhours. These programs have been conducted usually by volunteers who more often than not have had no training or practical experience in telling stories. These programs have been available to the regular patrons of libraries who until recently were white middle class children. As integration has proceeded in public libraries over the last two decades, minority groups have begun to use libraries, but few concentrated or concerted efforts have been made to reach these special segments of the population. Since the number of pre-school children being served is relatively few throughout the entire state, almost all pre-school children would constitute an appropriate population to receive service. Although several library systems were beginning services, no truly exemplary or model program was discovered.

Competent workers were discovered. Competent librarians are individuals who know children as well as books. The 'good' children's librarian understands children and knows her material from having read it. These skills have been acquired by a combination of academic training and on-the-job experience. The effective program is one which allows and encourages an exchange between the librarian and the group, between individual children and the librarian, and between one child and another.

The programs now available with a few exceptions contain nothing new. The need is for innovation and creativity in order to attract children who do not now use the public library. Suggestions for action on the State level include: 1) increased

emphasis on the importance of children's services, 2) recommending the hiring of children's specialists, and 3) more help from the State Library in the form of workshops, bibliographies, consulting services, and an increase in the number of children's films available from the Audiovisual Center.

Of the librarians questioned in this survey 72 per cent stated that the primary obstacle to giving service to pre-schoolers was a lack of adequately trained or qualified personnel. This finding has special relevance for the program under which this survey was conducted--by demonstrating the genuine need for specialists in the area of early childhood education. The responsibility of library education is to develop innovative and creative means to reach these pre-school children of today who will become the adults of tomorrow.

APPENDIX

List of Counties Visited with Population Figures*

Ashe	19,571	Lincoln	32,682
Avery	12,655	Mecklenburg	354,656
Buncombe	145,056	Mitchell	13,447
Camden	5,453	Pasquotank	26,824
Chowan	10,764	Pitt	73,900
Cumberland	212,042	Randolph	76,358
Currituck	6,976	Robeson	84,842
Dare	6,995	Rockingham	72,402
Durham	132,681	Rowan	90,035
Forsyth	214,348	Tyrrell	3,806
Franklin	26,820	Wake	228,453
Gaston	148,415	Washington	14,038
Guilford	288,590	Watauga	23,404
Haywood	41,710	Wilkes	49,524
Henderson	42,804	Wilson	57,486
Iredell	72,197	Yancey	12,629

*According to 1970 Census Figures

List of Regional Library Systems Visited

Appalachian Region

Ashe County

Watauga County

Wilkes County

Avery-Mitchell-Yancey Region

Avery County

Mitchell County

Yancey County

East Albemarle Region

Currituck County

Dare County

Pasquotank-Camden (joint library)

Gaston-Lincoln Region

Gaston County

Lincoln County

Pettigrew Region

Chowan County

Tyrrell County

Washington County

Library _____

Location (area of state) _____

Rural or urban setting _____

Librarian _____

Professional _____

Children's Librarian _____

Full-time _____

1. Does the policy of your library include service to children? _____

Please describe these services (special programs, circulation of materials, reference assistance).

2. Does the policy of your library include service to the pre-school child (ages 3 to 5)? _____

3. a. Do you have any special programs for pre-school children?

Story hours _____

Picture book hours _____

Film programs _____

Radio programs _____

Television programs _____

Music and use of recordings _____

Other _____

- b. Are the programs year round or seasonal? _____

- c. Do you ever serve food or refreshments? _____

4. A. What kind of personnel performs these services?

Paid _____

Volunteer _____

Professional _____

Paraprofessional _____

- B. Does the same person perform these services from week to week or time to time? _____

5. Does your library offer any guidance and/or reading program (s) for the parents of pre-school children in order to help them guide their child's reading?
6. Does your library cooperate with other agencies in the area which work with the pre-school child? (get addresses)
- Head Start _____
- Day care centers _____
- Kindergartens _____
- Nursery schools _____
- Other _____
7. What specific form does this cooperation take?
8. Do you send collections of books to day care centers or other agencies? _____
9. a. Does your library own a bookmobile?
- b. Do the bookmobile personnel work with pre-school children?
- c. What kinds of services are offered?
10. Do you as a librarian feel that the public library should offer service to the pre-school child?
11. If your system is not now serving the pre-school child, what prevents you from doing so?
- Lack of funds _____
- Lack of personnel _____
- Library policy (specifics) _____
- Limited physical facilities _____
- Other _____
12. Comments

APPENDIX B

ADDENDUM TO THE NCCU FIELD SURVEY REPORT

BLADEN COUNTY

East
Rural
Nonprofessional

Additional Information

As of the summer of 1971, the Bladen County Public Library policy included service to young children (2), but involved primarily the circulation of easy books and occasional individual attention to young children who came to the library. Story hours were an occasional matter and limited severely by the limited physical facilities in the library (3). The program was generally conducted by the acting librarian, who is a nonprofessional (4). No special program for parents was offered (5). Cooperation was achieved with kindergarten teachers (6) and books were available to them for use in their classes (7). Work on the bookmobile involved the circulation of easy books (9). The librarian felt strongly that pre-schoolers should be served (10), and this conviction was demonstrated by a program which was evolved in the last few months. Obstacles included lack of funds, lack of personnel, and limited physical facilities (11).

Although plans were underway in the summer of 1971 (when the NCCU survey was conducted) to implement the project outlined below, a lack of funds and limited resources prevented special programs until a grant under Title I of LSCA was forthcoming for fiscal year 1971-1972.

In January of 1972, the Bladen County Public Library undertook an outreach program to disadvantaged children and adults. Weekly programs are now being conducted at day care centers and in the library for pre-school children. These programs involve the use of books and audiovisual and realia materials (8mm films, recordings, 16mm films, sound and silent filmstrips, and certain toys). As much personal attention is paid to the children as possible. Performers tell stories

and play games with the children. Food is served occasionally and on special occasions children are given small gifts (e.g., balloons, toy animals). The same three individuals conduct all the programs. None of these individuals has a college education, but all have good rapport with the children and remarkable native abilities. An effort is made to reach the parents of the children through other programs. Extensive cooperation is evidenced between the library and day care centers and kindergartens in the county.

DUPLIN COUNTY

Area of State: Southeast
Rural situation
Acting librarian is nonprofessional

The Duplin County library system is a loose organization of several independent town libraries (located in Wallace, Faison, Rose Hill, and Warsaw) and a county headquarters located in Kenansville. The headquarters library supplies bookmobile service to the county and books to each of the town libraries. The system is now without a professional librarian and has been for several years. Library service in this county is among the poorest in the State.

The headquarters library, located in the county seat, is open from 8:00 until 5:00 Monday through Friday. Except for Wallace, the town libraries are open only a few hours a week. As far as service to the pre-school child is concerned, it is virtually nonexistent. Occasional story hours are given in Wallace (the Thelma Dings Bryant Library), but no other special programs are given throughout the county. There is no particular cooperation with other agencies which serve young children. Although lip-service is given to serving pre-schoolers, this service involves only the circulation of easy books. There was a feeling that other services should be offered, but a lack of funds and a lack of qualified personnel were the primary obstacles to offering better service.

NEW HANOVER COUNTY

East

Urban situation

Professional librarian at branch

Nonprofessional serving as children's
librarian at main

The library system in New Hanover County is centered in the City of Wilmington. There are two units - the main library and a branch library in a predominantly black neighborhood. Interviews were conducted with Mrs. Myrna Henderson, Children's Librarian, at the main branch and with Miss Vertisha Riggins, Librarian at the Red Cross Street Branch Library.

Interview at Main Library

The policy of the library includes service to the pre-schooler in the form of story hours and picture book hours (2). These programs include use of films, flannel boards, puppet shows, music, and various finger plays (3a). These programs are conducted mainly in the summer and by appointment during the school months (3b). Since staff and facilities are limited, preregistration was held for a pre-school story hour. There was room for 30 to 35 children; this number was increased to 50, but 75 to 100 children had to be turned away. Food and refreshments were never served (3c). A PACE student assisted Mrs. Henderson with some of the programs (4a). There was no organized program for the parents of pre-schoolers (5). The library cooperates with the local Head Start program, day care centers, and kindergartens (6). These groups must call for an appointment to visit the library and receive a story hour (7). Some of the staff in the extension department was visiting day care centers, but not on a regular basis. Collections of books are sometimes taken to these centers (8). The library owns a bookmobile, but service to pre-schoolers has consisted mainly of circulating easy books (9). The librarian felt that the public library should serve the young child (10). The primary obstacles to better service are lack of personnel and limited physical facilities (11).

Interview at Red Cross Street Branch

This branch seemed especially active, serving as a community center as well as library. Policy included service to pre-schoolers (2). Programs were year-round with attention to special seasons of the year (3b). Programs consisted of story hours, picture book hours, use of music and recordings, various activities (singing, dancing, marching), and occasional poetry hours (3a). Food and refreshments are served (3c). Programs are conducted by Miss Riggins (who received her degree in librarianship from Atlanta University) during school and by a PACE student in the summer months (4a). An attempt is made to have the same personnel working with the children from week to week (4b). Although bibliographies and other aids are distributed to parents, no formal program to help parents guide their children's reading is in effect (5). An attempt is made to cooperate with agencies serving young children - especially day care centers, interfaith kindergartens, nurseries, and Head Start programs (6). Most of these agencies are within walking distance of the library and classes visit the library, giving advance notice (7). Collections of books are sent to five centers on a regular basis (8). (Question 9 does not apply.) This professional librarian felt that the public library should serve the young child (10). Although lack of personnel and limited physical facilities are often given as obstacles to service, it was felt that library policy at times prevented full service to young children (11).

PENDER COUNTY

The Pender County Library is located in the town of Burgaw. The county is in southeastern North Carolina, and can be termed rural. Mrs. Eleanor Casey, the Director, is a full-time professional librarian.

The policy of the library includes service to pre-school children (2). During the winter months occasional story hours are held for children in kindergarten and Head Start programs; these story hours are usually combined with an orientation tour of the library and are conducted by the library director. During the summers pre-school story hours are held for an hour on Tuesday mornings. A weekly radio program on WPGF in Burgaw is aired on Saturday mornings for 10 minutes. The program seeks to reach all age groups with book talks; there are talks about easy books which should appeal to younger children (3a).

The story hours were described as seasonal rather than year-round (3b). Refreshments are never served (3c). In the summer a PACE student performs the story hours, while the librarian performs occasional programs during the school year (4a). Continuity of programming is possible in the summer (4b).

No special program for parents has been undertaken (5). Cooperation with local Head Start and kindergarten programs are a part of library policy (6). The bookmobile visits two Head Start programs (9), and both kindergarten and Head Start classes visit the library (7). Collections of books are sometimes sent to these classes (8). Lack of funds to employ qualified personnel prevent further service (11). The librarian felt, however, that service should be offered to young children and everything possible should be done to make them feel at home in a library setting (10).

APPENDIX C

DESCRIPTION OF, PARTICIPANTS IN, AND
INTERVIEW FORMAT FOR
THE EARLY CHILDHOOD LIBRARY SPECIALIST PROGRAM

The Early Childhood Library Specialist Program
North Carolina Central University

(Mrs.) Tommie M. Young
Director

The Early Childhood Library Specialist Program of the School of Library Science, at North Carolina Central University was organized in 1970, and functions with the following purposes in mind:

- Purposes:
- 1) To train enthusiastic students to become effective practitioners of early childhood library methods employed in introducing children to the uses of books and other media for the purposes of recreation and learning
 - 2) To provide an exemplary learning center for implementing early childhood methods and demonstrating practical application of classroom theories
 - 3) To acquaint the trainee with a diversity of learning media and resources appropriate for young children
 - 4) To involve library science students in actual learning programs in community agencies
 - 5) To provide students with experience in work with parents in aiding them to become effective change-agents in the home

The program idea grew out of the recognition of the need to train librarians to service the needs and demands of a segment of the population that heretofore has not been sufficiently considered as serious library clientele because of its "non-reading" ability. The growing emphasis on early education seen at local, state, and national levels has served as an impetus for initiating an innovative program to train personnel to serve the myriad reading and pre-reading needs of preschool and primary age children.

Program
Components:

The program, designed by Mrs. Tommie M. Young, Assistant Professor on the faculty of the School of Library Science, presently has three components: 1) preparation of Early Childhood Library Specialists who emerge from the Program with special competencies in early childhood work as well as basic professional librarianship, 2) model center for early learning practices and activities, and administration and organization of media collections and programs, and, 3) parent/child project that aims at demonstrating how newer theories in library work with children and parents can be implemented.

Specialist
Training:

Students enrolled in the Specialist Program complete nine hours in Early Childhood Library Methods including the Practicum. Twenty-seven additional hours are spent in the core professional segment, and in related disciplines. The nature of the work requires select courses in education, home economics, and sociology. Here the specialist student studies such matter as learning theories, early education, parent education, and community relations. Upon successful completion of the library science-early childhood program the student is awarded the Master of Library Science degree. Graduates of the School and Program are qualified to organize, supervise, and direct early childhood centers and programs in schools, public libraries and related agencies, and to function as a professional librarian in all types of libraries.

Model Center:

The model center is known as the Early Learning Center and Toybrary. Its design incorporates elements of the early childhood classroom and the library-media center. It accommodates children in free-play and in

structured learning experiences. It's major design is the "center of interest." Four basic colors dominate these centers around which "clusters" of media including books, toys, artifacts, paint and easels, models and mock-ups are placed. Four sections of colored shelves extend from each of the interest centers toward the center of the room. Red shelves identify the Language, Art and Music center of interest; yellow distinguishes the Manipulative and Constructive area; blue -- the Social World and Ourselves, and green -- Science and Number concepts. All materials are placed on the shelves in an open arrangement. There is adequate space for free flow of activity between the centers, and there is little or no sense of division of the area. At the center of the room are four self-contained learning stations or carrells, each equipped with a carrell-size television, film-strip viewer, cassette-record players, and 8mm projector. The language master, and teaching typewriters are close at hand.

All furniture is scaled to accommodate the size of the child. There are Boston rockers, stacking chairs in pastel shades, red and yellow shag pillows, and bean-bags. The tables are tripod, rectangular, and round.

The floor is covered in gold carpet and matching draperies accent the windows.

Equipment ranges from the hardware found in the learning stations, to doll houses, toy refrigerator, and stove, hobby horses, and traffic signs, piano and small musical instruments.

The book and the toy are the central materials. Novelty books, mobile, "pop-ups", puzzles, and color books; washable, tactile, and foreign language books, giant books and miniature books are included. Other materials include study-prints, posters, art prints, sculpture, rock collections, puppets (hand and stick) masks, and costumes; learning kits, slides,

cassettes, records, film, and filmstrip. There are also stuffed animals, live fish, bugs, a frog and a turtle, plant life, and land and sea specimens. Materials are classified by Dewey, and housed by "interest."

The Center is a laboratory for the Early Childhood Specialist students. Here, the student has the opportunity to practice organization, selection, and arrangement of varied types of materials as well as utilize them with young children. The Center attempts to demonstrate ways in which early learning centers can be stocked, arranged, and center programs implemented.

Parent/Child Project

The parent/child project is a three-year undertaking and it sets forth to demonstrate ways that public libraries and related agencies can implement programs in work with young children and parents. There are five children in the project that began January 15, 1972. Each child is between the ages of two years and nine months of age and three years and three months of age. The children come to the Center for two and one-half hours two mornings a week. The parent is expected to spend a third morning in the Center with the child. Additionally, the parent is expected to spend at least three hours a week in "at home" learning experiences, basing the experience on an item of media "loaned" from the Center. Books and toys are checked-out by the child and transported in canvass bags emblazoned "Early Learning Center".

Parents and Specialist-students meet once a week and evaluate the progress records maintained by the Specialist and parent. Both Specialist and parent evaluate the previous experience of the child and make decisions as to the next step.

Center Program

The activities of the Center are built around the kinds of experiences that librarians and educators agree are appropriate for the specific age group. Because of the media function of the library-oriented program, most of the structured experiences begin with a "medium", generally a toy, book, or a natural object. Out of the "object experience" come certain skills, concepts, and precepts that the Specialist aids the child in isolating, defining, identifying, and categorizing. As the child and Specialist explore the "medium" the child is aided in perceiving the experience and real learning takes place.

Children report to the Center at nine o'clock. They participate in free play for a time, and as the morning progresses the child moves from number games to language play, from story time to rhythmic activities, from painting to seed planting. When the weather is pleasant they go on nature trails and visit community agencies. Books, slides, filmstrip, and role-playing prepare them for many of their "explorations".

The present parent/child project is specifically designed to meet the needs of mothers who are not employed outside the home, yet who cannot afford, or do not wish to send their children to traditional day-care or nursery school programs. The Program recognizes that a number of children who are enrolled in programs may not receive the full impact of the experience. Such a Center program as this project preposes can take-up the slack.

The parent/child project asks the question, "Can a child attend a mediated-instructional program for two days a week, accompanied by his mother for two and one-half more hours, and reinforced at home with a continuum experience for approximately three hours, make significant gains in develop-

ment comparable to the child enrolled in a traditional nursery or preschool program? We believe he can!

Funding
agencies:

The initial materials for the Early Learning Center were made available by a grant from the Z. Smith Reynolds Company. The Carnegie Corporation of New York has made available for a three-year period, funds that provide for a full-time director, a secretary, student field trips, staff development, and cooperating agency support and parents' stipends. Additionally fifteen fellowships will be supported during the three year period. The U. S. Office of Education funded an Institute for Public Librarians in Service to Young children which includes a survey of library services to young children in North Carolina, five fellowships for graduate students and stipends for ten in-service librarians during the summer of 1972.

ROSTER OF PARTICIPANTS

Full-Time Students (Fall 1971):

Martha Blanks Boone

Home town: Wilmington, North Carolina

Pre-institute employment address: New Hanover High School,
Wilmington

Post-institute employment address: Unknown

Rubestene Fisher

Home town: Roseboro, North Carolina

Pre-institute employment address: Garland Elementary School,
Garland, N. C.

Post-institute employment address: Unknown

Dorothy J. Johnson

Home town: Lexington, South Carolina

Pre-institute employment address: Newberry County Schools,
Newberry, South Carolina

Post-institute employment address: Unknown

Sandra P. Roberson

Home town: Cary, North Carolina

Pre-institute employment address: Lynchburg Public Library,
Lynchburg, Virginia

Post-institute employment address: NCCU and Durham City/County
Public Library, Durham, N. C.

Kay L. Shepherd (first semester only)

Home town: Raleigh, North Carolina

Pre-institute employment address: N. C. State University,
Botany Department, Raleigh, N.C.

Post-institute employment address: Unknown.

Full-Time Student (as of January 1972):

Beverly S. Evans

Home town: Durham, North Carolina

Pre-institute employment address: Philadelphia Board of
Education, Philadelphia, Pennsylvania

Post-institute employment address: Still in school

Summer School Students (June 1972):

Elizabeth S. Bowser

Home town: Ahoskie, North Carolina

Employment address: Roanoke-Chowan Technical Institute, Ahoskie

Lorene G. Hayes

Home town: Burlington, North Carolina

Employment address: Turrentine Middle School, Burlington

Shirley M. Holiness

Home town: Danville, Virginia

Employment address: Pittsylvania County School Board,
Chatham, Virginia

Ruth H. Law

Home town: Merry Hill, North Carolina

Employment address: Bertie County Board of Education, Windsor,
North Carolina

Viola P. Lawrence

Home town: Durham, North Carolina

Employment address: Durham County Board of Education, Durham

Emmalene Reade

Home town: Durham, North Carolina

Employment address: Durham City School System, Durham

Ruth D. Roberts

Home town: Pembroke, North Carolina

Pre-institute employment address: Lumbee Regional Development
Association, Pembroke

Post-institute employment address: Unknown

Valerie W. Smith

Home address: Raleigh, North Carolina

Employment address: Hampton School Board, Hampton, Virginia

Vertina H. Umstead

Home town: Durham, North Carolina

Employment address: Durham City Schools, Durham

Marilyn H. Vines

Home town: Rocky Mount, North Carolina

Employment address: Edgecombe County Board of Education,
Tarboro, North Carolina

INTERVIEW SCHEDULE FOR NCCU PROJECT STUDENTS
Second Semester 1972

1. Now that you have almost completed two semesters of the program, how do you feel generally about the program?
2. Was the program what you expected?
3. What part of the program did you find most interesting?
4. What part of the program did you find most challenging?
5. Do you plan to complete the program?
6. Do you feel that this program has prepared you for your future as a public librarian?
7. Do you feel that this program has prepared you for your future as an early childhood specialist?
8. What changes would you recommend in the program for future students?
9. Would you recommend this program to your colleagues?
10. What are your plans after the program is over?

INTERVIEW SURVEY FOR NCCU INSTITUTE STUDENTS
Summer 1972

1. Briefly describe what you think the duties and responsibilities of an early childhood library specialist are:
2. Now that you have almost completed the summer institute, how do you feel generally about the program?
3. Was the program what you expected?
4. What part of the program did you find most interesting?
5. What part of the program did you find most challenging?
6. Do you plan to continue the program?
7. Do you feel that this program has helped you to improve your competencies?
8. Do you feel that this program has assisted in preparing you as an early childhood specialist?
9. What changes would you recommend in the program for future students?
10. Would you recommend this program to your colleagues?
11. What are your plans for the coming year?
12. What aspects of the program do you feel you will be able to utilize this year?